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厦 门 大 学

博 士 学 位 论 文

我国大学生学习方式研究

——基于学习观与课堂学习环境的探讨

Research on Undergraduate Approaches to Learning in China

—Based on Learning Conception and Classroom Environment

杨 院

指导教师姓名: 史 秋 衡 教 授

专 业 名 称: 教 育 经 济 与 管 理

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摘 要

伴随我国高等教育的迅速发展,高等教育质量问题和大学生学习质量问题越来越受到各利益相关主体的关注。《21 世纪的高等教育:展望与行动》中指出“高等院校的师生是主力军”,同时指出“应把学生及其需要作为关心的重点”。《国家中长期教育改革和发展规划纲要(2010—2020)》的指导方针特别指出“要把育人为本作为教育工作的根本要求,要把促进学生成长成才作为学校一切工作的出发点和落脚点”。关注学生学习与成长具有重要的战略意义和现实意义。大学生学习方式是大学生学习过程的核心部分,大学生学习方式决定着大学生的学习结果与学习收获,从而决定大学生学习质量。所以,深刻认识大学生学习方式的本质,厘清我国大学生学习方式的基本状态,剖析大学生学习方式的影响因素以及各因素对大学生学习方式的影响方式,从而改进大学生学习方式具有重要意义。本研究以瑞典 Ference Marton 教授对大学生学习方式的界定和分类为基点,根据全国大学生学习方式调查数据以及质性访谈材料,解读我国大学生学习方式现状,并重点分析学习观和课堂学习环境对学习方式的影响,从而提出改进我国大学生学习方式的建议。通过深入探讨,本研究得出以下结论:

首先,基于 Marton 教授对大学生学习方式的界定及分类,通过对我国大学生学习方式现状的探讨发现,我国大学生学习方式整体上倾向于深层学习方式,不同类别的大学生学习方式差异较小,或者说性别、院校类型等类别变量对学生学习方式的影响较小。并且,基于“抽象—具体—抽象”的认识路线,本研究通过对我国大学生学习方式状态的梳理,实现了对大学生学习方式内容与形式的深层解读。虽然 Marton 教授在理论上抽象地将学习方式划分为深层学习方式和浅层学习方式,但是,对于学生个体来讲,绝不是完全倾向于深层或完全倾向于浅层学习方式,更多的是“两者兼有”。

其次,大学生学习观对学生的学习方式具有重要影响。不同的学习观对学习方式具有不同的影响。应用知识学习观对学生深层学习方式具有很高的正向预测力,对浅层学习方式具有负向预测力,也就是说应用知识学习观能够极大的促使学生倾向于深层学习方式而不倾向于浅层学习方式;记忆知识学习观对浅层学习

方式具有很高的正向预测力,这说明记忆知识学习观能够极大的促使学生倾向于浅层学习方式。但是,必须强调的是,记忆知识学习观也对深层学习方式具有一定的正向预测力,也就是说记忆知识的学习观也会促使学生倾向于深层学习方式。只是相比而言,记忆知识学习观对浅层学习方式的回归系数为其对深层学习方式回归系数的3倍,所以记忆知识学习观更促使学生倾向于浅层学习方式。

第三,根据本研究的探讨,课堂学习环境对学生学习方式具有重要影响。这种影响体现在两个方面:其一,课堂学习环境直接影响学习方式,并且不同的课堂学习环境对学习方式的影响不同;其二,在不同的课堂学习环境下,学习观对学习方式影响的“作用力”会受到增强或减弱。就课堂学习环境对学习方式的直接影响而言,学生为中心、良好同伴互动和良好师生交流的课堂学习环境能够极大的促使学生倾向于深层学习方式,而课堂学习环境中教学组织情况本身较为“中性”,并无明显的倾向性,所以,其对学生学习方式的影响很小。在不同的课堂学习环境中,学习观对学习方式影响力的变化是不同的。就学生为中心的课堂学习环境来讲,其能够增强记忆知识学习观对深层学习方式的正向影响力,同时,学生为中心的课堂学习环境也增强了记忆知识学习观对浅层学习方式的正向影响力;就同伴互动的课堂学习环境来讲,良好同伴互动的课堂学习环境能够增强应用知识学习观对浅层学习方式的负向影响力,同时,良好同伴互动的课堂学习环境能够减弱记忆知识学习观对浅层学习方式的正向影响力;就缺乏师生交流的课堂学习环境来讲,缺乏师生交流的课堂学习环境能够减弱应用知识学习观对深层学习方式的正向影响力,同时,在缺乏师生交流的课堂学习环境下,应用知识学习观对浅层学习方式的负向影响力能够进一步增强;在教学组织较好的课堂学习环境中,知识记忆学习观对深层学习方式的正向影响力会被减弱。

基于上述研究结论,本研究从“对学习方式本质的解读与延伸”、“通过转变大学生学习观来增强大学生深层学习方式的倾向性”以及“构建注重师生互动与生生交流的大学课堂学习环境”三个方面提出改进大学生学习方式的建议。

关键词: 学习方式; 学习观; 课堂学习环境

Abstract

With the rapid development of higher education of our nation, the quality of it as well as of college students' learning has been drawing more and more attention of relevant interest subjects. As *Higher education of the 21st century: prediction and action* put forwards, "Teachers and students of colleges and universities are the main forces," it is also pointed that students and their requirements should be the focus of our concern." It is specifically pointed out by the guideline of *National Medium- term and Long- term Education Reform as well as Development Planning Outline(2010---2020)*, that "to cultivate talent must be the fundamental requirement; to promote students' growth must be the starting point and standpoint." To pay close attention to students' learning and growth has significant strategic and realistic importance. Approaches to learning of college students is the heart of learning process, having a decisive influence on learning result and acquisition, accordingly the quality of learning. Therefore it is of great significance to have a profound understanding of the nature of learning approaches, to differentiate the basic state of learning approaches of college students of our nation, to analyze what are those influential elements of learning approaches and how these elements affect it, thus to modify it. With Swedish Professor Marton's definition and classification of college students' learning approaches as its basing point, based on investigation data and interview records of national college students, this paper aims to give a deep reading of the present state of learning approaches of our nation's college students, furthermore a selective analysis of the influences of learning conception and classroom environment on learning approaches, thereby to provide suggestions on improving their learning approaches of our nation's college students. It was from a profound exploitation that the following conclusions can be put forward:

First of all, based on Professor Marton's definition and classification of learning approaches of college students, and after investigating into the present state of

learning approaches of national college students, this paper concludes the characteristic of our college students, that is deep-learning-approach-prone on the whole, with less variability among types of students, in other words category variable such as gender, types of institutes and so on...does not have much effect on college students' learning approaches. What's more, on the basis of "abstract-concrete-abstract" cognition policies, this study brings about a deep reading of the content and forms of the learning approaches of college students through collating of the status of learning approaches of national college students. Nevertheless Pro. Marton theoretically divide learning approaches into deep ones and superficial ones, there is no complete deep-learning-prone or superficial-learning-prone approach individually, actually it is more often a combination.

Secondly, college students' learning conception has considerable impact on their learning approaches, and different learning conceptions have different impacts on learning approaches. Working- knowledge conception has extremely high positive predictive power on deep-learning approach., whereas relevantly negative predictive power on the superficial-learning approach, which means that working-knowledge conception can extremely encourage students to choose deep-learning approach rather than superficial-learning approach. By contrast, memorizing-knowledge conception has significant positive power on superficial-learning approach, that is to say, memorizing-knowledge conception make students superficial-learning-oriented/ prone. However what must be pointed out is that memorizing-knowledge conception also has certain positive predictive power on deep-learning approach, namely memorizing-knowledge conception can make students deep-learning-oriented/ prone too, comparatively speaking, it make students superficial-learning-orientated/ prone more.

Thirdly, according to discussion of this study, classroom environment infallibly influences approaches to learning significantly, which can be reflected from two aspects. In one hand, classroom environment influences approaches to learning directly, and this influence varies with the change of classroom environment In another hand, the influence of learning conception on approaches to learning may be

intensified or weakened with different classroom environments. In other words, without considering influencing factors from outside, the influence of learning conception on approaches to learning is not fixed under different classroom environments. In terms of the direct influence of classroom environment on approaches to learning, classroom environment which is student-oriented, and has good interaction and exchange among classmates as well as among teachers and students, can extremely encourage students to be deep-learning-approach-prone. Yet teaching organization itself in the classroom environment is neutral, having no obvious inclination, so the influence of it on approaches to learning is little. The influencing changes of learning conception on approaches to learning varies with the change of classroom environments. Classroom environment that is student-oriented can enhance the positive influence of memorizing-knowledge conception on deep-learning as well as superficial-learning approach. Classroom environment that has nice interaction among classmates can strengthen the negative influence of working-knowledge conception on superficial-learning approach; meanwhile reduce the positive influence of memorizing-knowledge conception on superficial-learning approach. While classroom environment that lacks interaction between teacher and students can reduce the positive influence of working-knowledge conception on deep-learning approach; also increase the negative influence of working-knowledge conception on superficial-learning approach. In an environment with nice teaching organization, the influence of memorizing-knowledge conception on deep-learning approach can be reduced.

Based on the conclusion above, this study advances suggestions on improving college students' approaches to learning from three aspects: "reading and extension of the nature of approaches to learning", "strengthen college students' deep-learning-approach prone by transforming their learning conceptions", as well as "structuring classroom environments that emphasizes the participation of students".

Key Words: approaches to learning; learning conception; classroom environment

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